

MIGRANT

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MAGAZINE



Kentucky Migrant Education Program

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Contacts:

Judy Littleton

State Migrant Education Director
502-564-3791, ext. 4027
judith.littleton@education.ky.gov

Christina Benassi

Identification and Recruitment Coordinator
502.564.3791, ext. 4025
christina.benassi@education.ky.gov

Heather Rhorer

Migrant Consultant
502.564.3791, ext. 4003
heather.rhorer@education.ky.gov



Certificates of Eligibility (COE) errors up in October, November and December 2013

By Christina Benassi, ID&R Coordinator

The Kentucky Migrant Education Program (KYMPEP) has noticed a wide range of errors in submitted Certificates of Eligibility (COE) for the months of October, November, and December.

- In October, seven errors from seven districts and two regions were documented.
- In November, 12 errors in seven districts and all four regions.
- In December, only one error documented. (One reason for the number in December may be the low number of COEs submitted.)

To reduce these errors, it is essential to understand the types of errors to improve recruiters' skills in completing the COE. Please review these errors listed. Three errors were repeated from September's notifications. The summary below explains the errors:

- Do not use initials

When you have a COE, never put, for example, "Heather K. Rhorer" as the student's name. You must put what the "K" denotes, even if it was used somewhere else on the COE. As for the parents, only use initials when the

See **Certificates** on Page 2

Verification clarifications

By Heather Rhorer, KDE Migrant Consultant

KDE has received several questions about verifications recently: Why do we do verifications? Who can sign the verification? When are they due? Read below for answers to these commonly asked questions.

Why do we do verifications?

According to the USDE Migrant Education Program Non-Regulatory Guidance Chapter IX, it is "necessary for a state or its sub grantees to verify and document that a child counted under Category 1 met the definition of a migrant child and was actually a resident for at least one day during the Sept. 1 – Aug. 31 performance period". Funding is based off of the Category 1 count and, therefore, we must verify that students actually are residing in the district during the time period that they are generating funds.

Who can sign the verification?

The parent, worker, guardian or out-of-school youth (OSY) on the COE should sign the verification. If a family has

already moved or there are extenuating circumstances and no way exists for the previously listed people to sign the COE, a counselor, teacher or Migrant Education Program (MEP) staff member can sign. When someone other than the parent, worker, guardian or OSY signs the COE, they must write a comment stating when, where and who they saw. For example a counselor may say, "I, Heather Rhorer, counselor at Central Elementary, saw Jane Doe, Kevin Doe and Sally Doe at the Central Elementary Parent Night on September 5, 2013". Since OSYs most often do not attend school, the recruiter may have the landlord, farmer or crew leader sign the verification.

When are verifications due?

According to the timeline presented at the 2013 Migrant Fall Academy, verifications were due to the regional office by Dec. 6, 2013. If you have not turned in some verifications please do so immediately.

Thank You from Janice Blackmore

During our annual Fall Academy this past September several migrant students from Mt. Vernon, Wash., shared their life experiences with us. It was very heart retching and brave of these students. Those in attendance also had the opportunity to purchase books –which contained these students’ stories—which the Washington Migrant Education Program were selling to raise scholarship money for migrant students. On Oct. 24, 2013, the Kentucky Migrant Education Program received the following email from Janice Blackmore, migrant advocate from Mt. Vernon, Wash.:

Happy Thursday, ladies!

I just wanted to let you know that your purchase of 200 copies of Dream Fields has provided a \$1000 scholarship that will be awarded to a Mount Vernon migrant senior on December 4. What a direct impact your purchase is having on the life of a kid here in Mount Vernon!

There is a huge ceremony on December 4 called Champions of Diversity. It's in a beautiful concert hall and all of the recipients get very dressed up and everyone in town comes out to celebrate. Many adults stand up and award scholarships that night, Rotary Clubs, large companies, universities. Among the presenters will be two of our high school or middle school migrant students who will stand up in front of approximately 400 people and proudly give away a total of \$3000 in scholarship money that they earned through the sale of their book. Wish you could be there!

Thanks to all three of you!

Janice Blackmore
Graduation Specialist
LaVenture & Mount Baker Middle Schools
Mount Vernon, WA
360-510-1457

Certificates from Page 1

parent is not the qualifying out-of-school youth (OSY). If the parent is the qualifying OSY, you can write the entire middle name if room permits.

- Explain why it took longer than a year to recruit
Remember to denote why it took longer than a year to find the family. If there is room on the COE, put it there; otherwise, note the reasoning in the Basic Interview Pattern (BIP) comments section.
- Complete the BIP
Be sure all boxes are checked appropriately on the BIP. This shows the migrant's story, and it needs to be accurate. If they found work, then check "yes work was found." If this is the first move to the United States, then note that on the BIP.
- Note time of temporary work
A defined amount of time in months is necessary to denote temporary work. A best practice would be to get a direct quote from worker or employer stating how long they plan to work.
- Past qualifying moves
If you are qualifying a family off a past qualifying move that was temporary work, you still must put a temporary work comment stating how long the worker intended the work to last.
- Soon after the move
Remember if qualifying the worker on "any work" and

found qualifying work soon after the move, there needs to be a date when the work began or was obtained to show it was less than 30 days.

- Questionable qualifying activities
In the event that you qualify someone for "hauling tobacco," there needs to be a comment to assure the reviewer that the worker only hauled tobacco on the farm and not to a factory.
- Matching comments
If the recruiter checks 4ci there needs to be a comment stating that the worker has a prior history of moves. The recruiter can list what the prior history is and/or state see BIP for additional information.
- Section III #1
In the event that a worker qualifies on a move within Kentucky, please find out the district name the worker came from and note that on the COE. If the worker came from out of state, it may be more difficult to find.
- Short distance and short duration moves
There needs to be a comment stating that the worker changed address, employers and moved across school district lines. For short duration moves, there needs to be a comment stating the reason. When in doubt, check the [Draft Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children](#) [Chapter II: Child Eligibility; Questions H6 to H9 (temporary)]

A new look at temporary work

By Christina Benassi, ID&R Coordinator

While at the 2013 Identification and Recruitment Conference in Tampa, Fla., I attended a session by Erin Shae, Vermont's ID&R Coordinator, who shared some new ideas on how to qualify students on temporary employment.

She discussed questioning the migrant families. Vermont uses an interview questionnaire, which is very similar to our basic interview pattern (BIP) to help determine eligibility. Since Vermont hires many temporary workers, she was very familiar with temporary work and designed her questionnaire to reflect that.

Multiple questions pertain to temporary work: "How long do you plan to stay working at this job at this farm?", "Do you plan to stay at this farm for less than one year?" and "Why did you come to this farm?" Erin Shae expects

her recruiters to get a direct quote from the worker or employer stating that they plan to work less than twelve months.

This is an excellent idea that Kentucky could also implement. Currently Kentucky asks the worker how long they plan to stay with this employer. The recruiter may write, "Work will last five months," but a more effective comment might read: "The worker stated, 'I will work for five months until stripping season begins.'" This would be a best practice for recruiters to implement and may be revisited at the 2014 Fall Academy.

Another thing Vermont does with temporary work is qualify families off previous moves. This is yet another way Vermont qualifies families for temporary employment. This may work well for Kentucky in some situ-

ations when the worker states he/she wants to stay at this job forever. In those situations, look at the workers last qualifying employment on the BIP. Ask the family, "How long did you plan on staying at this last job?" If it is temporary and they state less than a year, this would denote a qualifying move. If it is seasonal, double check their intent to make sure they qualify. If the family was seeking qualifying work, then qualify them from that move. Only use this if the worker doesn't state an exact time frame.

Temporary work can be very tricky, so be sure as recruiters you ask the right questions, get direct quotes, and always ask for help when you need clarification.

We will provide additional training for temporary work throughout the year.

More than just Girl Scout Cookies

By Madeline Potter, Clark County

In November, our program hosted a Parent Involvement event that had a unique group of assistants. We were fortunate enough to have a group of volunteers from a local Girl Scout troop. The young women who volunteered are in middle school and were very eager

to help. Anything that we asked of these Girl Scouts was completed in a matter of minutes and with a smile on their faces. Their great willingness to help made the event run very smoothly and ensured the success of the meeting.

With their help, setting up was much quicker, as was the cleanup at the end of the event. They were especially helpful in guiding the children in their crafts and activities. They laughed along with the children as they made hand puppets and encouraged them to do their best as they participated in a coloring contest.

I believe that other programs would benefit from asking their local Girl Scout or Boy Scout troops to volunteer at their events because they are usually willing to help and are required to complete some volunteer hours as part of their troop involvement.

We loved having help from the Girl Scouts and look forward to working with them again.



Tracking services and academic success of OSY

By Heather Rhorer, KDE Migrant Consultant

In November 2013 the Kentucky Migrant Education Program (KYMPEP) asked local MEP staff to start using the Strategies, Opportunities and Services for Out of School Youth, (SOSOSY) Student Assessment Score Sheet (SASS) and Tracking Forms. Districts were asked to complete the forms for services and lessons provided to the out-of-school youth (OSY) from Sept. 1, 2013, through Dec. 16, 2013, and submit that information to their regional data clerks. Of the 36 standalone MEPs in Kentucky, 14 (39 percent) turned in Tracking Forms and 9 (25 percent) turned in SASS forms. Thank you! All four of the regional service centers turned in the Tracking and SASS Forms as well. If you have yet to turn in your forms please do so. This was just a trial run to ensure that everyone understands how to use the forms and

how to properly fill them out. The forms are required and are due to the data clerks with the mass withdrawal in May and the summer mass enrollment/withdrawal in August.

Based on the forms that were submitted to KDE in December 2013, MEP staff have provided 719 lessons to OSYs since September 1, 2013. Of those lessons, 81 percent of the time the OSY made a 20 percent academic gain or more. MEP staff has also provided 4,117 services to OSY with 60 percent of these services being academic in nature. The average OSY in these districts has received 21 services and 3.7 lessons in about three months time. Way to go!

Please contact Heather.Rhorer@education.ky.gov if you have any questions or need assistance with the SOSOSY forms.

Graves County program observation offers insights, ideas

By Stephen Boags

As both a filmmaker/producer and the executive director of the newly formed Migrant Youth Project (www.migranyouthproject.org), I understand just how valuable learning from others in your field can be. Thus I embarked on a travel tour this fall, to aid not only my own professional development, but the growth and development of our organization, and state as a whole.

It was during the last week of October 2013 that I had the opportunity to visit and observe the Graves County Migrant Education Program in Mayfield, KY. Despite feeling a bit under the weather, Graves County recruiter and advocate Sandra Wallace was willing to tough it out and allow me to shadow her for a few days. The observation allowed me to gain a first-hand perspective of how Graves County MEP is run, and provided me with some new ideas that I could bring back and incorporate into our own program. I was also proud to be able to visit one of the area tobacco farms,

and have the opportunity to speak and interact with both the farmer and OSY, as well as experience the tobacco packing process through each of its stages..

I strongly believe that program observation is something that should be incorporated in the professional development of every migrant program. It's this kind of exchange and seeing how something is actually utilized in practice that creates understanding of processes and how they can translate from one program to another.

That is what makes program observation so valuable. We can all grow and benefit from observing other programs, and I feel it's something that we just do not do enough. Conferences also have their place and can be great tools for learning and development, but I doubt anyone would disagree that seeing how another program operates first hand goes much farther than sitting through a lecture in a hotel ballroom.



Priority for Service students in Kentucky

By Christina Benassi, ID&R Coordinator

I have been sending out monthly lists to districts that have Priority for Service (PFS) student(s) and ask for documentation proving their eligibility for PFS. All have been very supportive and willing to help me gather the data on each student. I want to thank all the districts that currently have Prior-

ity for Service (PFS) students in their districts for providing the appropriate documentation and sending it to the Kentucky Department of Education (KDE) for review.

It is very much appreciated.

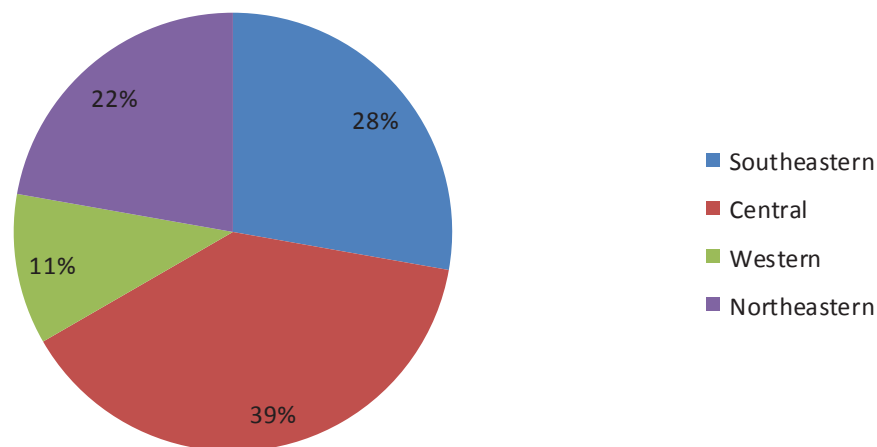
Below are several different charts noting the PFS data in the state.

As of December 20, 2013, we currently have 58 PFS students in 18 districts.

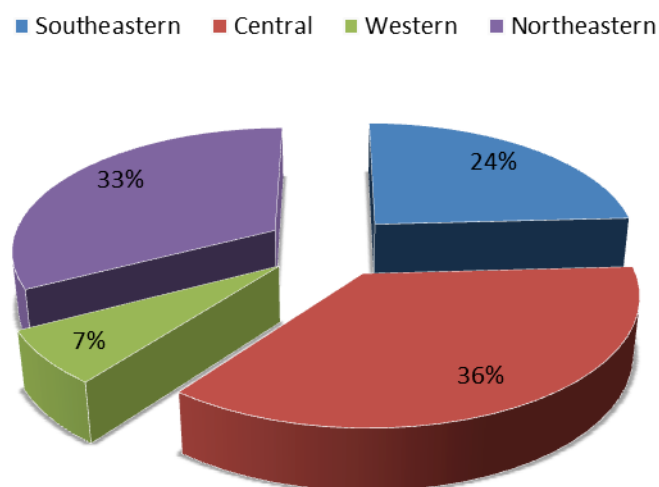
These numbers are subject to change as I am currently waiting on documentation from eleven of these districts.

The PFS make up 2 percent of the total migrant population at this time.

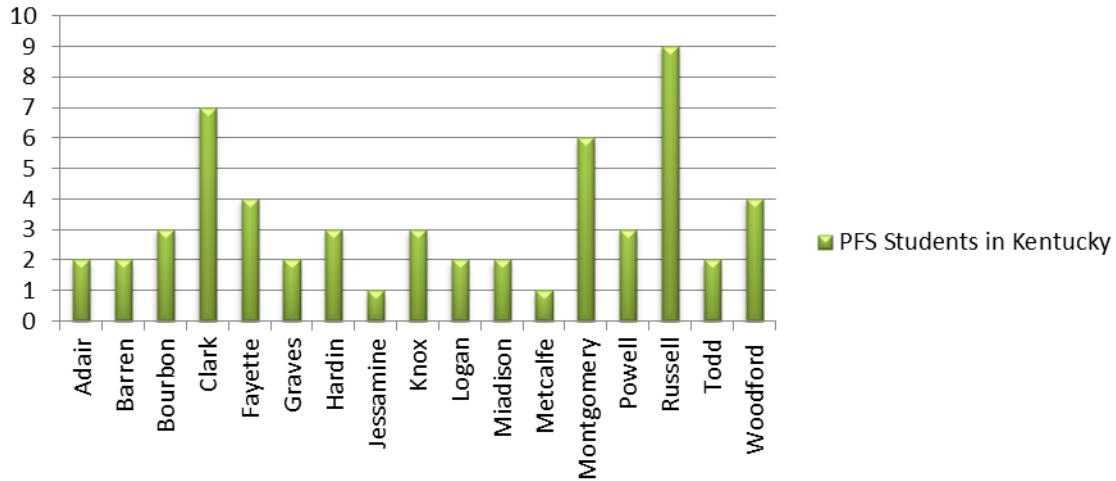
Total Number of Districts with PFS



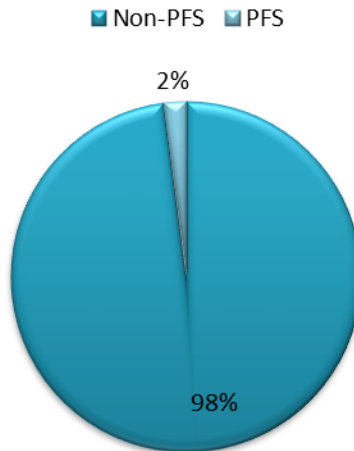
Total Number of PFS in Kentucky by Region



PFS Students in Kentucky



Total Kentucky Migrant Population from 8/1/13 to 12/20/13



Please remember to complete a new needs assessment every time a child changes schools or moves. This may increase your chances of getting a PFS student.

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Student voices

By Madeline Potter, Clark County

The Phoenix Academy is a school in Clark County that serves as an alternative option for middle school and high school age students who struggle in conventional school environments. This school approaches the learning experience from a different point of view, conducts weekly counseling sessions for all students, and utilizes hands-on learning when able. The Phoenix Academy is a wonderful institution that has made an impact on the lives of our migrant stu-

dents who attend.

Below are two articles written by migrant students enrolled at the Phoenix Academy. Sally, an eleventh grade student, has been in the Migrant Education Program for a year and a half. Alex has been in the Migrant Education Program for almost two years and is in the sixth grade. We are very proud of our students at the Phoenix Academy and their journalistic endeavors.

Bullying

By Sally Fugate



Bullying is being mean to another kid over and over again bullying includes teasing, talking about hurting someone, spreading rumors, leaving kids out on purpose, attacking someone by hitting them or yelling at them. Bullying

does not always happen in person cyber bullying is a type of bullying that happens online or through text messages or emails. It includes posting rumors on sites like Facebook sharing embarrassing pictures or videos, or making fake profiles or websites.

Kids who are bullied can feel like they are different, powerless, unpopular, or alone. Here are some facts about bullying. Over 3.2 million students are victims of bullying. One out of four teachers sees nothing wrong with bullying. Approximately 160,000 teens skip school because of bullying. One out of ten students drops out of school. Harassment and bullying have been linked to 75% of school-shootings.

When people get bullied they feel vulnerable, depressed, worthless and left out of everything. Children should live a life free of bullying and harassment. They should approach school without fear. Children should be able to have fun with friends and feel safe at the playground or walking through their neighborhood.

Adolescents who are wrestling with gender issues are often targets of bullying. They are killing themselves because they get made feel worthless by cruel bullying.

A young person was quoting as saying "I would rather be a little nobody, than to be an evil somebody."

And this is what I would say "I'd rather live in a world free of bullying, than to stand up to defend someone being bullied." But I will stand up!



Having Fun with Hermit Crabs

By Alex Aguilar

Whenever you buy a hermit crab you also need to buy food and water. You need to buy a sponge to let it drink the water out of the sponge and you will need to water the sponge once a day and once a night. You will need to buy a shell and it needs to be a different size of a shell. You will need to buy a tank for it and you will need to buy sand to let it have fun. You also need to have two hermit crabs to let it live longer.



Snowman Fun

By Lisa Champion, Christian County

Christian County has some "cool" things happening this winter.

This is Helly's snowman. Helly is in kindergarten. Her father is very conscientious about her activities only allowing television on a limited basis. The remainder of the time, he does various activities with them as well as working with school assignments. I tutor Helly and her sister twice weekly at their home as well as visiting

them at their school. Helly's father takes the provided educational materials left after the tutoring and continues lessons once I leave.

